



Week 3 Assignment

Overview

You have gathered data and outlined the components of either a new or improved school-community partnership. In this week's assignment, you will develop a plan for the proposed partnership that specifies a realistic timeline, the required tasks, and the persons responsible for each task, and you will describe the evaluation process that you propose for the partnership.

Rubric

Use the following Rubric to guide your work on the Week 3 Assignment.

Tasks ↓	Accomplished 10 The evidence suggests that this work is a “Habit of Mind.” The educator is ready to mentor others in this area.	Proficient 8 The evidence suggests that performance on this work matches that of a strong educator.	Needs Improvement 6 The evidence does not yet make the case for the educator being proficient at this task.
Project Timeline and Evaluation	Student clearly describes all or all but one of the components of the partnership, including measurable goals, impact on student achievement, stakeholders, steps to approval and implementation, funding sources, required resources, marketing strategy, timeline, persons responsible, and evaluation process.	Student clearly describes all but two aspects of the project in terms of measurable goals, impact on student achievement, stakeholders, steps to approval and implementation, funding sources, required resources, marketing strategy, timeline, persons responsible, and evaluation process.	Student inadequately describes aspects of the project in terms of measurable goals, impact on student achievement, stakeholders, steps to approval and implementation, funding sources, required resources, marketing strategy, and evaluation process.
Assignment Mechanics	Responses are relevant to course content; no errors in grammar, spelling, or punctuation.	Responses are relevant to course content; few errors in grammar, spelling, or punctuation.	Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors.

Week 3 Assignment, Part 1: Establishing a Project Timeline

What is a realistic timeline for your project? What are the required tasks? Who will make sure the timeline is followed and that the tasks are completed? Create a task list for your project, as well as a timeline for the completion of each task, using the chart below.

Task	Who?	What?	When?
I would first need the ESL teacher's permission to discuss implications and to confer on details	Leanne Knight (webmaster and CIT)with ESL teacher: Laurie Kennedy	Permission and "buy in" during private meeting with ESL teacher	September 15, 2011
I would then need to ensure the principal approved of the venture.	Leanne Knight (webmaster and CIT)with principal: Dr. Lynda Carter	Permission and "buy in" during private meeting with principal	September 15, 2011
Funding	Leanne Knight (webmaster and CIT)with principal: Dr. Lynda Carter	If funding is found to be necessary, CIT and principal will approach campus gift committee for necessary funding.	September 15-30, 2011
Venture into discussions with teachers to make sure they were well informed and trained so they feel positive about the undertaking.	Leanne Knight (webmaster and CIT)	Teacher "buy in" during team meetings	September 16-20, 2011
Encourage parent use of School's twitter page for instant and real time updates.	Leanne Knight (webmaster and CIT)	Send out information on school's Twitter account so parents can receive updates from school and participating teachers.	ongoing
Add Google translate widget	Leanne Knight (webmaster and CIT)	Put Google's html code within the	September 16-18, 2011

to the school webpage.		school's pages	
Create ESL Webpage	Leanne Knight (webmaster and CIT)	Create a page	September 16-18, 2011
Create specific links on ESL page to assist students in their language acquisition.	Leanne Knight (webmaster and CIT)	Work with ESL teacher to find credible and appropriate sites for students.	September 17-20, 2011
Explain importance of parent involvement using specific information from research to ensure parents understand significance of volunteering.	Leanne Knight (webmaster and CIT)	Work with ESL teacher to communicate importance to parents. If calendar permits, work with specific parents after school to become familiar with rollout.	September 20-October 15, 2011
Send out permission forms to parents in case photos were posted on the fanpage.	Leanne Knight (webmaster and CIT)	Since the Facebook fanpage would only be for those parents interested in utilizing that means of social media, we would be following the age requirements of Facebook. I would send out permission forms to parents in case photos were posted on the Fanpage.	September 20, 2011
Promoting the website through classroom teachers and ESL teacher to parents personally and by phone.	Leanne Knight (webmaster and CIT), classroom teachers, and ESL teacher	Asking teachers to contact their ESL parents by whatever means they utilize to explain new website and new Facebook fanpage.	September 16-October 1, 2011

Parent list of Facebook account names (AKA: screen name)	Leanne Knight (webmaster and CIT) and Laurie Kennedy (ESL teacher)	Must have parent account names when creating fanpage to share page only with those who are interested and approve of usage. When teachers meet with parents, acquire account names.	September 16-October 1, 2011
Create a Facebook "fanpage" for parents of ESL students to help keep them updated on specific information they might find useful in "real time" and using 21st century tools.	Leanne Knight (webmaster and CIT)	Using educator Facebook account, create a fanpage with highest level of security. Get list of Only parents who are "invited" will be able to	September 25, 2011
Teachers updating Facebook fanpage	Leanne Knight (webmaster and CIT), classroom teachers, and ESL teacher	Ensure teachers have permission to site and permission to comment on page. Help teachers individually or in small groups understand the simplistic steps to commenting on fanpage.	September 16-20, 2011 (ongoing)

Week 3 Assignment, Part 2: Establishing an Evaluation Process

The ultimate goal of the family-school-community partnership that you are advocating is increased student achievement. You have established measurable goals for the proposed partnership. How will you know that the partnership has met those goals?

Describe the evaluation process that you will use to assess the outcomes of the proposed family-school-community partnership.

1. As an outcome of more encouragement of parents of ESL students, they will feel

- more welcomed at the school and volunteer more at the school.
- Quantitative: We use “Raptor” and every time a parent comes to volunteer they must sign in using Raptor. We can evaluate this by comparing the data we have on our volunteers.
 - Qualitative: We can also ask teachers if they have seen an increase in volunteers and the outcomes.
2. Administrators and teachers will update Twitter and/or Facebook Fanpage with pertinent information.
 - By visiting the Twitter page and the Facebook fanpage will show whether it is being updated or not being updated by the Administrator and teachers.
 3. Many families with ESL students will join the Facebook fanpage and leave positive comments and/or post specific information.
 - Since the Facebook Fanpage will only allow people to join, evaluating the number of requests by members as they join is one way to get numbers.
 - Another way is to visit the fanpage to ensure parents are leaving comments or postings.
 4. Two way communication between families with ESL students and school will increase due to the postings made on the fanpage and comments left by parents and teachers.
 - Quantitative: teachers will evaluate whether they see an increase in parent communication and whether the utilization of the Facebook fanpage was appropriate.

What are the measurable goals that you have established for the proposed family-school-community partnership? What criteria will you use to determine if the partnership has met those goals?

1. As an outcome of more encouragement of parents of ESL students, they will feel more welcomed at the school and volunteer more at the school.
 - Quantitative: We use “Raptor” and every time a parent comes to volunteer they must sign in using Raptor. We can evaluate this by comparing the data we have on our volunteers.
 - Qualitative: We can also ask teachers if they have seen an increase in volunteers and the outcomes.
2. Administrators and teachers will update Twitter and/or Facebook Fanpage with pertinent information.
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4. Two way communication between families with ESL students and school will increase due to the postings made on the fanpage and comments left by parents and

teachers.

- Quantitative: teachers will evaluate whether they see an increase in parent communication and whether the utilization of the Facebook fanpage was appropriate.

How do you envision using the data that will be generated from the evaluation process?

1. As an outcome of more encouragement of parents of ESL students, they will feel more welcomed at the school and volunteer more at the school.
 - Quantitative: We use "Raptor" and every time a parent comes to volunteer they must sign in using Raptor. We can evaluate this by comparing the data we have on our volunteers.
 - Qualitative: We can also ask teachers if they have seen an increase in volunteers and the outcomes.
 - We will use this data to help us assess the number of ESL families that are willing to come to campus. We can also find out if parents are coming to volunteer or staying for only a half hour to eat lunch with their child.
 - Teachers' information will be extremely helpful in understanding if ESL families feel comfortable enough asking teachers if their help is needed. If parents do not feel welcomed they will not ask the teacher if they can help. If a parent has been made to feel welcomed, then more ESL parents will feel comfortable volunteering.
 - Also asking teachers will help in understanding home situation. Classroom teachers have more understanding of student home life and how that may affect parents abilities to volunteer.
2. Administrators and teachers will update Twitter and/or Facebook Fanpage with pertinent information.
 - By visiting the Twitter page and the Facebook fanpage will show whether it is being updated or not being updated by the Administrator and teachers.
 - We will use this data to tell us if teachers are regularly adding information.
 - We will see which teachers are adding data. We may have to begin this process by offering fun incentives to teachers who participate regularly. This may also spur the apprehensive teachers into participating and realizing how simple the steps are to posting.
3. Many families with ESL students will join the Facebook fanpage and leave positive comments and/or post specific information.
 - Since the Facebook Fanpage will only allow people to join, evaluating the number of requests by members as they join is one way to get numbers.
 - Another way is to visit the fanpage to ensure parents are leaving comments or postings.
 - We will use this data to determine if more parent training is necessary. We can also find out which ESL parents are not involved.
 - Are they not involved because they do not utilize Facebook themselves? Are they not involved because they do not understand what to do?
 - Once questions answer, I would need to design a time to work with

reluctant or parents seeking more knowledge.

4. Two way communication between families with ESL students and school will increase due to the postings made on the fanpage and comments left by parents and teachers.
 - Quantitative: teachers will evaluate whether they see an increase in parent communication and whether the utilization of the Facebook fanpage was appropriate.
 - Teachers will utilize this data to see if communication increases or decreases. If communication is increasing, then the project was successful.